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ABSTRACT

This paper describes the implementation of a program at a preschool that served as a training laboratory for college students in early childhood education. A series of interviews and questionnaires indicated that parents and teachers were interested in improving parent involvement in preschoolers' education. A training program designed to address this interest contained four objectives: (1) parents would practice active parenting skills and (2) improve their parenting skills; teachers would (3) identify strategies to increase parent involvement and (4) demonstrate the use of strategies to teach children communication, responsibility, and cooperation. Parent-child activity calendars were given to parents. These calendars listed activities for children for each day between September and April. Monthly log sheets for recording involvement between adult and child were also given to parents and teachers. A series of eight training sessions involving discussion and the viewing of videotapes was held between September 1990 and April 1991. Topics covered included active parenting, the process of understanding the child, discipline, communication, and democracy in the family. Data gathered from the log sheets indicated that each of the four objectives of the program was met. A 32-item reference list is provided. Appendixes include the parent-child activity calendar and the log sheet for parents and teachers. (BC)

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IMPROVING ACTIVE PARENT INVOLVEMENT FOR PRESCHOOL TEACHERS AND PARENTS THROUGH IN-SERVICE TRAINING

ED339457

by

Robin M. Irving

Cluster XXXI

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A Practicum II Report presented to the
Ed.D. Program in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Charles V. Scott
Charles V. Scott

Division Chair Education and Home Economics
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Chickasha, Oklahoma
Address

May 15, 1991
Date

This practicum report was submitted by Robin M. Irving under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

July 2, 1991
Date of Final Approval of Report

June S. Delano
June Delano, Ph.D., Adviser

ACKNOWLEDGMENT

The writer wishes to thank Dr. June Delano for her time-consuming support and efforts during the planning, implementation, and report phase for the Practicum II. The writer expresses appreciation to her family for their helpful support and understanding during the past months.

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ABSTRACT

Improving Active Parent Involvement for Preschool Teachers and Parents Through In-Service Training. Irving, Robin, M., 1991: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Early Childhood Education/Family Life Education/In-Service Education/Parent-Child Activities/Parent Child Relationships/Parent Education/Parent Involvement/Parent Participation/Preschool Education/Preschool Learning Activities/Teacher Child Relationships.

This practicum was designed to provide information and support for preschool teachers to help parents in teaching an active role to parenting. The primary goal was that there would be more active parent involvement between parents and children ages three to five years. The literature indicated that training sessions to provide information and support to teachers and parents could be successful in teaching an active role to parenting. Because the center parents were responsible parents, seeking advice to help in teaching their children, the community preschool teachers were supportive of the center's program and staff, and had requested parent education training, this practicum was designed to reach four specific objectives to reaching the project goal: (1) the parents would increase their parenting skills; (2) the parents would practice active parenting skills; (3) the teachers and other adults in helping professions would identify specific strategies in taking an active approach to parenting; (4) the teachers and other adults in helping professions would demonstrate strategies to teach young children communication, responsibility, and cooperation.

The writer designed and administered an interview questionnaire; documented telephone calls pertaining to involving parents in becoming more active in their child's learning at home and at school; formulated an in-service evaluation sheet; created parent-child activity calendar sheets for each of the eight months of implementation, and devised a log sheet for participants to record monthly activities to indicate teacher and parent active involvement.

The results of the practicum were positive. Analysis of the data displayed as frequency counts from the participant log sheets provide evidence of more active parent involvement between parents and children ages three to five years. The parents did increase their parenting skills and practiced

active parenting. During the eight month time frame, active parenting far exceeded the writer's established criteria of five activities a month. Analysis of the data from the in-service evaluation sheets revealed that teachers identified strategies in taking an active approach to parenting and demonstrated strategies to teach young children communication, responsibility, and cooperation.

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Robin M. Irving
(signature)

CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The setting is a training laboratory at a liberal arts state college. The college is a four year institution with an enrollment of fifteen hundred students. The college is surrounded by a community population of 18,600 people.

Laboratory enrollment is limited to sixteen three and four-year-old children. The parents pay a tuition of $225.00 per trimester for the fall and spring enrollment. College students pursuing a program in early childhood education and vocational home economics are required to have experiences within the center training laboratory. Special practicums using the center children are completed by college students from other disciplines such as elementary education, psychology, physical education and speech and hearing.

Writer's Work Setting and Role

The writer is instructor and director of the laboratory setting providing training for college students in child development, child psychology, and early childhood

education. The writer's role consists of teaching preschool age children five days a week from 9:00 a.m. until 12:00 noon.

The writer is a full time faculty person who has the responsibility for the early childhood education courses taught in the afternoons five days a week from 1:00 p.m. until 5:00 p.m. The writer serves as chair for the early childhood education committee for the college. Additional teaching responsibilities include courses in the Division of Education and Home Economics and instructor for special practicums.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Community preschool teachers, parents, social workers and church school teachers of children ages three to five years wanted help in developing parenting skills for others or for themselves. The parents of the laboratory situation and community preschool teachers requested advice from the writer, regarding parenting skills. Stated briefly, the problem was that preschool teachers, parents, and adults in helping professions wanted the skills to teach an active, rather than a reactive approach to parenting.

Problem Documentation

Support data was collected during the months of February, March, April, and May, 1990, in three different ways. Face-to-face interviews with sixty-nine adults (community preschool teachers, social workers, and church leaders) of children ages three to five years indicated a demand for learning skills in taking an active role to parenting (see Appendix A). During the same time frame, the writer documented (see Appendix B) receiving nine telephone

calls from local day care providers who asked questions concerning getting parents to become more active in their child's learning and improving parent involvement within their center. The same face-to-face interview questionnaire (see Appendix A) was given to center parents to determine if seminars or in-service training on active parenting would be useful in their parenting role.

Causative Analysis

The writer perceived possible causes of the problem coming from the center, the community preschool teachers, and the parents. The center director had not provided resource materials concerning the topic of active parenting for preschool teachers or parents to check out and use at home. The center had not provided activities to teach preschool teachers or parents about taking an active approach to parenting skills. The center had never tried to increase parents' awareness to active parenting skills.

The community preschool teachers were a possible cause of the problem. The teachers may not have understood the methods of parenting or how to teach an active approach to parenting. The teachers did not know how to help parents learn an active approach to parenting.

The parents were a possible cause of the problem. Parents wanted to provide leadership roles within the family but did not have the techniques or the strategies for direct

involvement in improving interactions and effective learning in the family. Parents were requesting assistance in clarifying their role of parenting.

Relationship of the Problem to the Literature

Holm (1987), Rich (1985), Brooks (1987), Auerbach (1968), and Gordon (1972) pointed out that parents and preschool teachers want to be actively involved with a young child's learning but are unsure of what to do and how to do it. A philosophy of parent education that involves parents actively in the situation assumed that parents can learn, they want to learn, and they can learn best when the subject matter is closely related to them and their children (Auerbach, 1968, p. 19). Parents may learn in their own way but a really dynamic program to help parents learn can offer flexible approaches that can allow the parents to proceed as they feel comfortable, to concentrate on what is significant to them, and to participate actively to the extent they are able. Auerbach believed that all parents have unique experiences in their relationships with their children and the basic responsibility for growth and change within each parent takes place as each parent identifies the need to make application of new ideas to their situations.

Brooks (1987, pp. 36-38) explained that parenting is a process and major parenting experts are in agreement concerning the basic building blocks for effective

parenting. Brooks pointed out that responsible parents should provide for their children: modeling, trust, respect, love and discipline, communication, honesty, positive statements, time, attention, and concern.

Rich (1985, p. 15) believed that getting parents involved helps a child learn more effectively. Teachers who work at parent involvement encourage parents to talk with their child about school activities and suggest specific ways for parents to help their child learn at home. Rich gave emphasis for teachers to give suggestions for learning games or family activities related to the child's schoolwork. Rich pointed out that many parents want to be actively involved with their child's learning but are unsure of what to do and just how to do it.

Holm (1987) pointed out that parents working with teachers can foster cooperative learning attitudes and build social skills as well as strengthen the cooperative bond within the family. Parents and children can improve cooperation at home by playing fun, cooperative learning games.

Gordon (1972) viewed parents-as-teachers and explained that when most parents behave as teachers they usually give didactic instruction rather than spending quality time in playing with their child, focusing on active listening, talking about feelings, expressing concerns, or realizing the tremendous influence they have on their child's life.

Gordon believed that parents while helping a child learn self-help skills such as putting away toys, cleaning up, preparing parts of meals, and setting the table can be a way of teaching the child and providing support through praise, encouragement, and understanding.

Strengthening parenting skills had been a target of concern for Dobson (1970), Norton (1977), Wood, Bishop, and Cohen (1978), Bigner (1979), Maccoby (1980), and Moreno (1981). Parents and teachers not having the skills for improving interactions and instruction within the family and preschool setting were revealed as causes of the problem as pointed out by Ginott (1969), Dreikurs and Grey (1968), Berger (1981), Adler (1964), Berman and McLaughlin (1978), Lawrence (1974), and Showers, Joyce, and Bennett (1987).

The literature suggested that parents and teachers have unique experiences in their relationships with the children they teach. Parent education involved making available to parents the necessary support and attitudes that encourage parents to use and depend on what they know, and expose them to new ideas that perhaps they had not considered. The critical ingredient for parents as well as for teachers of young children was active involvement. Responsible parents and teachers who work together to provide a child with appropriate learning activities at home and at school could accomplish optimal learning for the child. A reciprocal relationship between parent and teacher could enhance the

parent-child and the teacher-child relationship. Under these conditions the child would identify that home and school were places to learn. Parents and teachers working together would enrich a child's curriculum of the home and help the child develop into an independent, responsible, self-disciplined individual.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The general goal for the Practicum II project was to provide information and support for preschool teachers to help parents in teaching an active role to parenting. The end result of the practicum would be more active parent involvement between parents and children ages three to five years which could initiate more happy, healthy, family and school relations.

Behavioral Objectives

The writer saw four specific objectives to reaching the project goal: (1) the parents would increase their parenting skills; (2) the parents would practice their active parenting skills; (3) the teachers and other adults in helping professions would identify specific strategies in taking an active approach to parenting; (4) the teachers and other adults in helping professions would demonstrate strategies to teach young children communication, responsibility, and cooperation.

Measurement of Objectives

Parent-child activity calendars (see Appendix D) were formulated for each of the eight months of the implementation of the Practicum II. Parent-child activity calendar sheets and a monthly log sheet were provided to each participant. Each month (September, October, November, December, January, February, March, and April) included a calendar for three-year-olds, a calendar for four-year-olds, and a calendar for five-year-olds. The log sheet instrument listed general categories of active involvement between parent and child and preschool teacher and child. Objectives were measured by the writer collecting frequency counts of active involvement for each of the eight months as participants recorded on log sheets (see Appendix E) the active parenting that occurred at home.

During a time frame of eight months there was active parenting skills (at least five a month) being practiced within the home as parents recorded their activities to help their young child learn. Participants completed a monthly pencil and paper in-service evaluation (see Appendix C). This instrument gave the writer monthly input in comparing information and materials on topic areas, and rating the evening session as to the organization of the session as well as obtaining additional comments. Additional comments allowed participants to express suggestions for the next monthly session.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

Solutions were offered by Auerbach (1968), Brooks (1987), and Rich (1985). Auerbach (1968) believed that parents have unique experiences in their relationships with their children and that parent education that involved parents actively in the situation assumes that parents can learn, they want to learn, and they learn best when the subject matter is related to them and their children.

Brooks (1987) explained that parenting is a process and provides the basic building blocks for effective parenting in helping a young child learn at home. According to Brooks, sending "I" messages brings an awareness of the parents' and child's needs, feelings, and reactions. It is through the sharing of feelings that provides the child the opportunity to act responsibly for the welfare of others.

Rich (1985) believed that getting parents involved with a young child's learning helps the child learn more effectively. Rich perceived parents as being important, influential teachers of the young child at home. Rich pointed out that for the very young child, parents teach

through daily conversations, household tasks and routines, playing games, reading stories, listening to their child, talking about events, and providing opportunity to learn about real objects that provide a foundation for later development of skills and concepts.

Description of Selected Solution

The writer believed the solution to the problem was providing eight in-service training sessions for one hour each session. The writer used lecture, group discussion, six VHS tapes by M. H. Popkin (1987), and gave participants a calendar handout listing suggestions for parent-child activities for appropriate age groups (see Appendix D). DeVries and Kohlberg (1990), Elkind (1986), Kamii and DeVries (1976), McCraken (1987), Bredekamp (1987), and Spitzer (1977) provided the writer with a knowledge base for applying theory to practice in providing suggested learning activities (experiences) to reinforce and extend concepts of growth and development. The writer provided a summary of presentations at the end of each in-service session.

Participants were provided a pencil and paper evaluation sheet concerning the sessions at the end of each in-service session (see Appendix C). These were held in strictest confidence. All participants turned in a monthly log sheet to the writer (held in strictest confidence) recording their active parenting which occurred during the

month (see Appendix E).

The writer was prepared to try eight in-service training sessions for one hour each. Successful training programs to teach parents and adults were implemented by Ginott (1969), Dreikurs (1964), Dreikurs and Grey (1968), Dinkmeyer (1973, 1976), Adler (1964), and Popkin (1985) to improve parents' interactions in building happy, healthy relationships. Rich (1985), Walberg (1984), and Adler (1964) viewed parents as being important, influential teachers of young children at home.

The writer believed that the center parents were responsible parents, seeking advice to help in teaching their children. Community preschool teachers were supportive of the center's program and staff. Community preschool teachers and adults in helping professions requested parent education training.

Additional justification for the writer's solution strategy was that the writer had an established warm teacher-parent relationship that had a positive effect on the problem. The writer was accepted by the center parents and community preschool teachers as a professional authority for information and advice. The writer modeled positive communication with participants before, during, and after the in-service sessions. Preschool teachers and parents had the opportunity to participate in learning about the topic of active parenting (see Appendix A).

Report of Action Taken

Parent and teacher interviews and responses (see Appendixes A and B) gave the writer the topic of active parenting. It was apparent to the writer that preschool teachers, parents, and adults in helping professions wanted the skills to teach an active, rather than a reactive approach to parenting.

The Practicum II, "Improving Active Parent Involvement for Preschool Teachers and Parents Through In-Service Training" was designed to meet four objectives to reaching the project goal:

(1) the parents would increase their parenting skills;

(2) the parents would practice their active parenting skills;

(3) the teachers and other adults in helping professions would identify specific strategies in taking an active approach to parenting; and

(4) the teachers and other adults in helping professions would demonstrate strategies to teach young children communication, responsibility, and cooperation.

After the acceptance and approval of the written proposal, the writer confirmed dates and made room arrangements for the eight in-service sessions. Letters of invitation (see Appendix F) were mailed to center parents,

local day care centers and community preschool teachers. News releases (see Appendix G) were released to two local editors. Radio spot announcement (see Appendix H) was released to the local radio station for inviting participants to attend sessions. Radio announcements occurred throughout the week of meeting dates and before additional sessions. Nutritious snacks, fruit drinks, and coffee were provided for each session.

Topic areas for the in-service training began Friday, September 21, 1990, with an emphasis on the value of play, the impact of the environment, the building blocks of parenting, stages of art expression, understanding the "whole" child, and the child's potential to learn. During the first session sixteen persons attended. The writer provided an information sheet with references (see Practicum II reference list) and general guidelines (see Appendix I) for participating in activities, parent-child activity sheets, and log sheets for the months of September and October. At the end of the session, participants were asked to complete the in-service evaluation form for the session. Highlights for the first session include a close look at reference materials which would enable participants to gain knowledge and understanding from the experts in the field seeing the importance of preparing and protecting young children to survive and thrive, grow and develop in the kind of society in which we live.

The second session occurred on Friday, October 19, 1990. Eighteen participants attended. Resource materials for the topic, "The Active Parent" were selected from Adler (1964), Dreikurs (1964), Berger (1981), Gordon (1972), Auerbach (1981), and Brooks (1987). Emphasis for lecture and discussion was how to provide quality experiences in helping young children learn. Participants were encouraged to recognize that each child is unique as well as different in abilities.

Immediately following lecture and discussion, participants viewed a VHS video tape by Popkin (1987) entitled, "The Active Parent". Log sheets were collected for the months of September and October. Parent-child activity sheets and log sheets were distributed for the month of November. Participants completed the in-service evaluation at the close of the session.

The third session occurred on Friday, November 16, 1990. Eighteen participants attended. Parents, preschool teachers, and participants viewed a VHS video tape by Popkin (1987) entitled, "Understanding Your Child". A summary presentation included using a positive approach in helping young children learn and understand motivational goals of contact, power, protection, and withdrawal. Bringing about awareness of children's mistaken goals such as power and rebellion, protection and revenge, withdrawal and avoidance stimulated much discussion, questions, and sharing time from

participants. The group listed key points to remember in helping children develop independence or autonomy. These were as follows: (1) motivate the child; (2) select a good time to interact in playing fun learning games; (3) demonstrate or model a task; (4) give the child time to try new experiences; (5) work together with the child; and (6) always acknowledge the child's efforts.

At the close of the session, participants turned in their log sheets for the month of November and then completed the in-service evaluation form. As refreshments were served, the writer reviewed and distributed the parent-child activity sheets and log sheets for the month of December.

The fourth session occurred on Friday, December 21, 1990. The evening was a blustery, winter storm. Eight participants attended the session. As participants arrived they were eager to share information about their December activities and eager to view the VHS video tape by Popkin (1987) entitled, "Instilling Courage In Parent and Child Relationships".

After viewing the video tape, the group listed key points on a large flip chart as follows:

(1) Courage for children needs to begin step-by-step. We must remember that our expectations need to be appropriate as we live and learn with children.

(2) Build on the child's strengths.

(3) Remember to value the family unit as a whole, but the family consists of individuals.

(4) Think about stimulating independence in the child.

At the close of the session, participants turned in their log sheets for December and received and reviewed the January parent-child activity sheets and log sheet. In-service evaluation sheets were marked with a pencil and left in a box as participants exited the room.

The fifth session occurred on January 18, 1991, with fourteen participants in attendance. The participants viewed the video tape by Popkin (1987) entitled, "Helping Your Child Develop Responsibility: Discipline". Discussion and refreshments followed. The writer used the overhead projector and transparency to summarize Popkin's suggestions as follows:

(1) Give the child a choice. This can be either/or and think about when/then statements;

(2) Make sure the consequences are related to the behavior;

(3) Involve the child in asking for the child to help. Think of appropriate expectations for the child's age;

(4) When you give the child a choice, be sure you as a parent/teacher can live with the choice;

(5) Use your voice as a teaching tool. Be firm, but friendly;

(6) Enforce the choice;

(7) Be consistent;

(8) Be respectful (Popkin, 1987).

Participants shared comments about real situations in viewing natural and logical consequences rather than punishment for young children. At the end of the session, participants received and reviewed the parent-child activity sheets and log sheet for the month of February. In-service evaluation sheets were marked and left in a box as participants exited the meeting room.

The sixth session occurred on Friday, February 15, 1991, with six participants in attendance. Log sheets were collected for the month of February. Four participants agreed to turn in their log sheets at a later date. The group viewed a VHS video tape by Popkin (1987) entitled, "Winning Your Child's Cooperation: Communication".

Participants discussed ways that communication can be blocked, how to practice active communication in practicing active listening skills, and ways to help children look for alternative solutions in helping children to make decisions. Members of the group shared specific examples of using active communication and how they had been practicing what Dinkmeyer and McKay (1976) call receptive and reflective listening skills.

At the conclusion of the session, participants received the parent-child activity sheets and log sheet for March and marked the in-service evaluation sheet. In-service evaluation sheets were given to an early childhood education

major as each participant departed the meeting room.

The seventh session was held on Friday, March 22, 1991, rather than March 15, 1991, due to conflicts with university schedule. There were ten participants in attendance. The participants engaged in refreshments while the writer explained in summary what the group had been discussing at earlier sessions as to the importance of providing young children with ways to learn from experiences and providing them with ways to influence our decisions in helping children grow and develop.

The participants then viewed the VHS video tape by Popkin (1987) entitled, "The Democratic Family In Action". At the conclusion of the video tape, participants discussed the six good reasons to hold family meetings. In summary, holding family meetings teaches: cooperation, responsibility, courage, love, unity, and education for children to experience a way of being in society using democratic principles.

At the end of discussion time, participants were given a handout for suggested agenda in holding family council meetings. The group discussed the following agenda:

(1) Begin with compliments;

(2) Discuss finance matters;

(3) Old business;

(4) New business that may include active problem solving and brain storming or making suggestions as well as deciding an action;

(5) Action;

(6) Closure to include a pleasant atmosphere in closing (Popkin, 1987).

Participants were given the parent-child activity sheets and log sheet for the month of April and each participant completed the in-service evaluation for the seventh session. Evaluation forms were collected by an early childhood education major.

The eighth session occurred on Friday, April 12, 1991. Originally, the final session was scheduled for April 19, 1991, but because of a university conflict with meeting times, the "Wrap-Up Review" session took place a week earlier. Fifteen persons attended.

The topic for the session was "Wrap-Up Review" which was a focus on parenting guidelines (see Appendix I), reviewing the important ingredients in rearing children, being responsible parents, providing children with the right start for learning, and helping children learn to live life. Reference materials from Brooks (1987), Popkin (1987), Walberg (1984), DeVries and Kohlberg (1990), Elkind (1986), Rich (1985), and Auerbach (1981), were reviewed and group discussion followed.

The writer read The Important Book by Margaret Wise Brown and closed the last session with the following comments:

> A child is a person full of many wonders and ideas.

> A child can express and reason in family discussions and decisions.
>
> A child is a person worthy of the warmth of love and affection.
>
> A child should be taken seriously, respecting his or her desires and dislikes.
>
> A child is a person who should not be pushed in a direction that he or she does not think he or she would enjoy or be happy in.
>
> A child is a person who learns from the surroundings he or she lives in.
>
> And those surroundings should be of love, trust, understanding, and time to grow (Auerbach, 1981, p. 203).

Participants turned in the participant log sheet for the month of April and completed the pencil and paper in-service evaluation. As each participant departed the room, the evaluation sheets were placed in a box near the exit door. The writer points out that on a regular, weekly basis, video tapes as well as resource materials are presently being checked out from the center.

On Monday, April 22, 1991, letters were mailed to all participants to express the writer's appreciation for attendance and participation in the eight sessions. On the same day, all media equipment was returned to the campus center. The writer made a personal visit to the radio station to express appreciation for the spot announcements made during the past months.

CHAPTER V

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

Results

The results of the practicum were very positive. Objective one, the parents would increase their parenting skills and objective two, the parents would practice their active parenting skills were successfully met as shown by the following data. Table 1 shows the frequency counts for the Parent Monthly Log Sheets (September, October, November, December, January, February, March, and April). During the eight month time period, the categories one (expressing self with art activities) and four (reading stories) show 62 frequencies as being the highest total for active involvement. Fifty-six frequencies are shown for categories 11 (giving positive praise) and 13 (treating my child with respect). Fifty-three frequencies depict categories three (singing songs and moving to rhythms) and nine (answering questions and listening actively). Forty-nine frequencies are shown for category 17 (providing opportunity for supervised play). Forty-eight frequencies are recorded for category 14 (having appropriate expectations). Forty-seven frequencies are shown for category 10 (talking actively).

Forty-six frequencies are shown for categories two (playing fun discovery games) and six (providing fun experiences in the kitchen). Forty-four frequencies are shown for category 16 (communicating to my child that he or she is special). Forty-two frequencies are shown for category 12 (playing with blocks, woodworking, sand or waterplay). Categories seven (growing things) and 15 (planning a special family outing) show 41 frequencies. Category five (reciting fingerplays) show 38 frequencies. Category eight (playing with my child during imitative or role play) show 36 frequencies. Category 18 (other activity) show 15 frequencies. Responses by parents for category 18 for the months of December, February, March, and April reflect no specific detail of other activity.

Categories From Log Sheet Parent	Monthly Sessions Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	Total
1. Allowing my child to express himself or herself with fun art materials.	7	9	10	5	10	4	7	10	62
2. Playing fun discovery games.	5	6	5	5	7	4	7	7	46
3. Singing songs and moving.	7	5	8	5	10	4	8	6	53
4. Reading stories.	7	8	10	5	10	4	8	10	62
5. Reciting fingerplays.	6	6	6	4	5	4	5	2	38
6. Providing fun experiences in the kitchen.	6	5	8	5	6	4	8	4	46
7. Growing things.	5	4	5	4	9	4	8	2	41
8. Playing with my child during imitative or role play.	6	2	6	5	6	4	4	3	36
9. Answering my child's questions and listening.	6	5	8	5	8	4	8	9	53
10. Talking actively.	6	6	7	5	6	3	8	6	47
11. Giving positive praise.	7	6	8	5	9	3	8	10	56
12. Playing with blocks, woodworking, sand or waterplay.	6	5	7	5	6	3	8	2	42
13. Treating my child with respect.	6	5	7	5	6	3	8	2	42
14. Having appropriate expectations.	6	5	8	5	10	4	8	10	56
15. Planning a special family outing.	7	5	5	5	5	4	8	2	41
16. Communicating to my child that he/she is special.	5	5	8	5	8	4	1	8	44
17. Providing opportunity for supervised play.	6	5	8	5	10	4	4	7	49
18. Other activity	1	1	1	2	2	3	3	2	15
	Taking daily walks	Visited sculpture studio.	Riding bicycles & playing ball.		Talking about colors. Playing indoor games.				

Table 1. Frequency Counts for the Parent Monthly Log Sheets (Sept., Oct., Nov., Dec., Jan., Feb., Mar., & Apr.).

Objective three, the teachers and other adults in helping professions would identify specific strategies in taking an active approach to parenting as well as objective four, the teachers and other adults in helping professions would demonstrate strategies to teach young children communication, responsibility, and cooperation were successfully met as shown by the following data. Table two shows the frequency counts for the Preschool Teacher Monthly Log Sheets (September, October, November, December, January, February, March, and April). During the eight month time period, category four (reading stories) shows 39 frequencies as being the highest total for active involvement for preschool teachers. Thirty-seven frequencies are shown for category one (allowing the child to express himself or herself with fun art activities). Thirty frequencies are shown for category three (singing songs and moving to rhythms) and 17 (providing opportunity for supervised play). Twenty-nine frequencies are shown for category 16 (communicating to the child that he or she is special). Twenty-eight frequencies depict categories nine (answering child's questions and listening actively), 11 (giving positive praise), and 14 (having appropriate expectations). Twenty-six frequencies are shown for category 13 (treating the child with respect). Twenty-five frequency counts are shown for category 12 (playing with blocks, woodworking, sand, or waterplay). Twenty-four frequency counts are shown

for categories two (playing fun discovery games), five (reciting fingerplays), and six (providing fun experiences in the kitchen). Twenty-one frequency counts are shown for categories eight (playing with child during imitative or role play), 10 (talking actively), and 15 (planning a special outing/study tour). Seventeen frequencies occurred for category seven (growing things). One response was recorded for category 18 (other activity). The preschool teacher commented about spending individual time with each child.

Categories From Log Sheet	Monthly Sessions								
Preschool Teacher	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	Total
1. Allowing my child to express himself or herself with fun art materials.	7	6	8	3	4	2	2	5	37
2. Playing fun discovery games.	2	3	4	3	4	2	2	4	24
3. Singing songs and moving.	4	5	5	3	4	2	2	5	30
4. Reading stories.	8	7	8	3	4	2	2	5	39
5. Reciting fingerplays.	3	4	4	3	4	2	2	2	24
6. Providing fun experiences in the kitchen.	1	4	4	3	4	2	2	4	24
7. Growing things.	1	2	3	3	4	1	2	1	17
8. Playing with my child during imitative or role play.	1	2	5	2	4	2	2	3	21
9. Answering my child's questions and listening.	3	5	4	3	4	2	2	5	28
10. Talking actively.	2	2	5	2	4	2	2	2	21
11. Giving positive praise.	3	5	4	3	4	2	2	5	28
12. Playing with blocks, woodworking, sand or waterplay.	3	4	5	3	4	2	2	2	25
13. Treating my child with respect.	3	5	5	3	4	2	2	5	26
14. Having appropriate expectations.	4	5	4	3	4	2	2	4	28
15. Planning a special family outing.	2	2	3	3	4	2	2	3	21
16. Communicating to my child that he/she is special.	4	5	5	2	4	2	2	5	29
17. Providing opportunity for supervised play.	4	5	5	3	4	2	2	5	30
18. Other activity	1	0	0	0	0	0	0	0	1
Spend individual time with each child.									

Table 2. Frequency Counts for the Preschool Teacher Monthly Log Sheets (Sept., Oct., Nov., Dec., Jan., Feb., Mar., & Apr.).

The results of parents increasing their parenting skills (objective 1) and practicing an active role to parenting (objective 2) can be viewed by comparing responses of the log sheet frequency counts of the first month (September) to the last month of the sessions (April). Figure 1 shows the solid bar graphs as total frequencies for the month of September and the striped bar depicts total frequencies for the month of April. Figure 1 shows 105 frequencies for September and 117 frequencies for the month of April. Parents indeed practiced more than five activities a month as well as increased their active involvement in helping their young child learn.

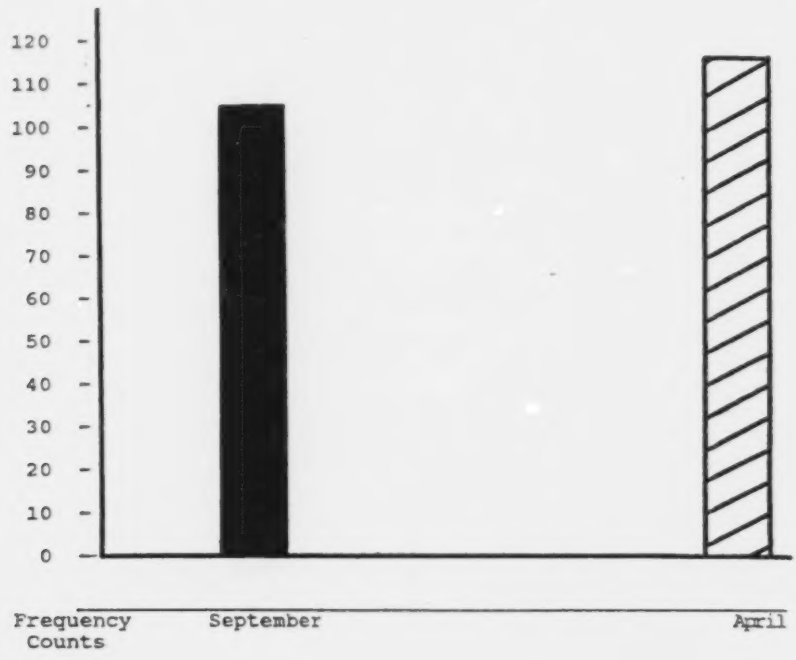

Figure 1. Results of Parents Becoming Involved In An Active Role To Parenting.

The preschool teachers identified strategies in taking an active approach to parenting (objective 3) and demonstrated strategies to teach young children communication, responsibility, and cooperation (objective 4). Preschool teachers did in fact become involved in an active role to parenting. Figure 2 displays the results. The solid bar graph depicts the total frequency count for the month of September and the striped bar depicts the total frequency count for the month of April. Total frequencies from the September log sheets and the April log sheets depict the increase in an active role to parenting. The month of September shows 56 frequency counts and during the month of April there were 65 frequency counts.

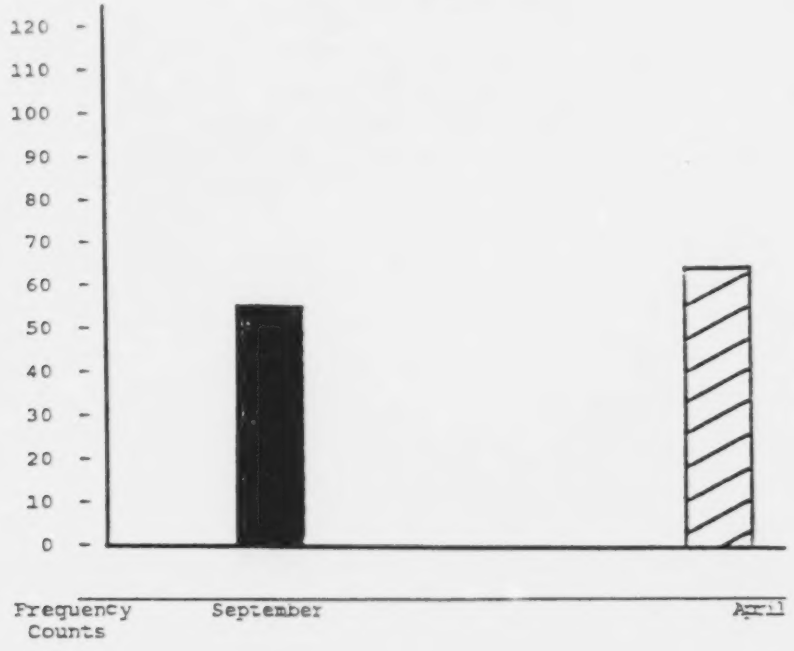

Figure 2. Results of Preschool Teachers Becoming Involved In An Active Role to Parenting.

Objective four, the teachers and other adults in helping professions demonstrated strategies to teach young children communication, responsibility, and cooperation was successfully met as shown by the following data. Results of Appendix C, In-Service Evaluation are displayed in Table 3. The in-service evaluation gave the writer monthly input concerning information and materials on topic areas, and ratings for each session as well as additional comments or suggestions for the next monthly session. Participants circled the number that best described what they learned during the evening in meeting their needs. Many participants provided comments for item four. The ratings were as follows: poor (1), satisfactory (2), good (3), and excellent (4). Overall ratings for the eight sessions were marked as a good (3) or as excellent (4). Therefore, ratings of poor (1) an satisfactory (2) are excluded from Table 3.

	Monthly Sessions							
	September	October	November	December	January	February	March	April
Item 1. The session this evening was:								
Good (3)	5	5	4	3	6	4	3	2
Excellent (4)	11	13	14	5	8	2	7	11
Item 2. The organization of the session was:								
Good (3)	5	3	3	2	6	1	2	7
Excellent (4)	11	15	15	6	8	5	8	8
Item 3. The information and materials were:								
Good (3)	4	6	5	3	5	3	2	3
Excellent (4)	12	12	13	5	9	3	8	12

Table 3. Results of Appendix C, In-Service Evaluations.

Additional comments for the September session (Value Of Play) were as follows:

(1) We need longer sessions.

(2) The session was very informative.

(3) The presentation was excellent.

(4) The evening was great, and I am looking forward to other monthly sessions.

(5) Visuals and especially the transparencies were great.

(6) I enjoyed hearing the comments from other parents.

(7) I appreciate the parent-child activity suggestions in a calendar format.

Additional comments for the October session (Active Parenting) were as follows:

(1) Excellent video and thank you for the delicious refreshments.

(2) The session was most enlightening.

(3) The session tonight reassured me that my problems with my children are the same problems that other parents encounter.

(4) I would appreciate more information on the how to implement the general concepts presented this evening.

Comments stated by participants at the end of the November session (Understanding Your Child) were as follows:

(1) Tonight was very informative and enjoyable.

(2) The video was great.

(3) I will think about my interactions with my child.

(4) Miss Robin provided excellent, helpful, positive comments.

(5) The session gave me a lot of strategies to try with my child.

(6) Discussion was very appropriate and helpful.

(7) Video was helpful in seeing specific behaviors of parent and child.

(8) I have enjoyed every session. Working out problems with understanding our child's point of view has been a family concern for some time.

(9) The parent-child activities for September and October were fun.

(10) As a parent and a preschool teacher, I have never thought about a child wanting to have power. The session was great.

Additional comments for the December session (Instilling Courage In Parent and Child Relationships) were as follows:

(1) The session was great and I really could relate. Hopefully, I will remember the techniques we discussed.

(2) The video dramas were not realistic enough. It appeared that the child's responses were from a book of what would be nice.

(3) Tonight's session was great. I enjoyed the group discussion the best.

Comments for the January session (Helping Your Child Develop Responsibility) were as follows:

(1) Illustrations and the video tape were excellent.

(2) I now have a better understanding of giving children choices.

(3) Good topic tonight. I will put these ideas to good use.

(4) Miss Robin's approach to education is excellent and refreshing.

(5) Organization for tonight was excellent.

(6) Discussion was most appropriate.

Additional comments for the February session (Winning Your Child's Cooperation) were as follows:

(1) I had some problem with the little boy in the video tape crying and using the words like dumb and hate.

(2) I really appreciate the summary handout for tonight.

Additional comments made by participants at the close of the March session (The Democratic Family In Action) were as follows:

(1) Excellent session.

(2) The session was very informative and I will try these ideas.

(3) There should be more parents hearing this kind of information.

(4) I enjoyed tonight's session and especially the refreshments.

(5) I think these video tapes should be shown to teachers in the public schools.

Participant comments for the April session (Wrap-up Review) were as follows:

(1) I enjoyed every session and I am looking forward to future sessions.

(2) I really enjoyed The Important Book by Margaret Wise Brown.

(3) Miss Robin is always well prepared.

(4) I have enjoyed every session, but the last session I enjoyed the most.

(5) Thank you Miss Robin for sharing of yourself. It was a great learning experience for myself and my workers.

(6) I have learned much at each session and appreciate your concern in helping us become better teachers and parents.

(7) Thank you for the refreshments at each session and allowing us to check out a video tape when we have had to miss a session.

Conclusion

The general goal of the Practicum II was met in providing information and support for preschool teachers to help parents in teaching an active role to parenting. The participant monthly log sheet responses provide evidence of more active parent involvement between parents and children ages three to five years.

The parents did increase their parenting skills and practiced active parenting. During the eight month time frame, active parenting far exceeded the writer's established criteria of five activities a month. Responses to the in-service evaluation indicate that the teachers identified specific strategies in taking an active approach to parenting and demonstrated strategies to teach young children communication, responsibility, and cooperation. In conclusion, responses from the eight training sessions concur that training programs can in fact teach preschool teachers and parents how to improve active parent involvement and that participants can learn best when the subject matter is related to them and their children. The teacher and parent active involvement was a positive experience for both the adults and the children.

Recommendations

The writer recommends that when attempting to improve

active parent involvement the following conditions must be met:

(a) the facilitator must identify goals, select objectives, method, appropriate materials, and evaluate;

(b) relate learning to the participants direct experience and concerns;

(c) provide information and support with a balance between lecture, discussion, and visual aids;

(d) offer constructive feedback to participants as they relate their own experiences;

(e) offer support in helping participants establish appropriate expectations for learning activities for young children.

Teachers and parents of young children do indeed have unique experiences in their relationships with their children. The literature suggested that getting parents involved with a young child's learning helps the child learn more effectively. Parents are influential teachers of young children at home. Teachers and parents must work together in matching expectations to each child's unique developing capabilities. There is only one chance for childhood. Adults who help young children make sense of his or her world spend quality time being actively involved. Teachers and parents must practice patience, give affection in ways that the child can understand, and provide opportunities for

the child to grow in independence. Establishing positive relationships can win the child's cooperation. Active communication is effective and can open the doors to successful, fun, happy learning experiences.

Dissemination

The parent-child activity calendars will be distributed to various centers and local parent groups to further understanding concerning developmentally appropriate practice for children ages three, four, and five. Excerpts from the Practicum II have been most helpful in giving recent program presentations for civic groups and day care centers. In addition, the writer will be implementing similar teacher and parent sessions on a yearly basis. Upon the approval of the practicum report, the writer will present the Practicum II experience to the Grady County Association of Children Under Six. During the month of July, 1991, the writer will be participating in a local radio broadcast concerning learning activities for parents and young children.

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APPENDIX A

INTERVIEW QUESTIONNAIRE

If the center provided a series of seminars or in-service training on "active parenting," would you find it useful in your parenting/teaching role?

☐ Yes ☐ No

Face-to-face interviews with sixty-nine adults gave sixty-nine responses. Fifty-six adults responded, yes. Thirteen adults responded, no.

Twenty-seven out of the thirty-two center parents responded yes; five parents responded no, but maybe.

APPENDIX B

DOCUMENTATION
OF
TELEPHONE CALLS

The writer received nine telephone calls on the following days:

(1) Friday, February 9, 1990;

(2) Tuesday, February 20, 1990;

(3) Wednesday, March 14, 1990;

(4) Monday, March 26, 1990;

(5) Wednesday, March 28, 1990;

(6) Tuesday, April 3, 1990;

(7) Thursday, April 19, 1990;

(8) Monday, April 30, 1990;

(9) Friday, May 4, 1990.

All of the nine telephone calls listed above pertained to involving parents in becoming more active in their child's learning at home and at school.

APPENDIX C

IN-SERVICE EVALUATION

Please circle the number that best describes what you learned this evening in meeting your needs and provide comments. Leave your form in the box by the door as you leave.

In-Service Topic _____

Date _____

1. The session this evening was:

   Poor Satisfactory Good Excellent

   1 2 3 4

   Comments _____

   _____

2. The organization of the session was:

   1 2 3 4

   Comments _____

   _____

3. The information and materials were:

   1 2 3 4

   Comments _____

   _____

4. Additional comments: _____

   _____

   _____

APPENDIX D
Parent-Child Activities in September
Three Year Olds

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 ☐ Ride tricycle outdoors. Parent watches
2 ☐ Wear something with lots of colors. Talk about colors.	3 ☐ Play bean bag toss together.	4 ☐ Read a story.	5 ☐ Play with clay.	6 ☐ Look for pictures of foods in magazines.	7 ☐ Do movement and rhythm to music.	8 ☐ Name body parts.
9 ☐ Build with blocks.	10 ☐ Set up a tent outside for a playhouse.	11 ☐ Have pretend play (dolls, cars, dressup.)	12 ☐ Buy your child stickers instead of candy.	13 ☐ Go on a nature walk.	14 ☐ Provide blunt scissors for art activities	15 ☐ While child is bathing let him/her practice pouring into containers
16 ☐ Make ice cubes out of fruit juice.	17 ☐ Make a tape recording of family voices/sounds.	18 ☐ Watch an appropriate television program with your child.	19 ☐ Put together a treat jar-make slips of paper with favorite activities.	20 ☐ Soap paint in a tray.	21 ☐ Plant seeds. Rake the leaves.	22 ☐ Talk with child about what he/she enjoyed doing today.
23 ☐ Eat breakfast outdoors. 30 ☐ Listen for outside sounds	24 ☐ Draw on a sidewalk with chalk or paint with water.	25 ☐ Go for a ride in the car. Look for animals, things, or colors.	26 ☐ Sing songs "Old McDonald" "London Bridge" Review nursery rhymes.	27 ☐ Child and parent clean up after play.	28 ☐ Play with puzzles.	29 ☐ Make mudpies.

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Parent-Child Activities in September
Four Year Olds

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 ☐ Draw a line on the sidewalk with chalk and practice jumping over.
2 ☐ Take a walk in the park.	3 ☐ Sing songs together.	4 ☐ Play with puzzles.	5 ☐ Go outside and read a book. Listen for sounds.	6 ☐ What happens when you put ice cubes outside in a cup?	7 ☐ Easelpaint on large sheets of butcher paper.	8 ☐ Visit the library.
9 ☐ Talk and tell stories about family album pictures.	10 ☐ Play in a sandbox. Rake the leaves.	11 ☐ Find colors inside your house.	12 ☐ Make cookies. Taste and eat.	13 ☐ Use a pan of water or at bath time, what floats? what sinks?	14 ☐ Give yourself a hug.	15 ☐ Read a story.
16 ☐ Get a large empty box and encourage play.	17 ☐ Play Build with blocks.	18 ☐ Play a listening game	19 ☐ Sing a song as you ride in the car.	20 ☐ Go outside and blow bubbles.	21 ☐ Practice cutting with blunt scissors (magazines, newspaper)	22 ☐ Work and play as you make an outside obstacle course.
23 ☐ Play dressup. Act out roles. 30 ☐ Talk to grandparents or friend by telephone.	24 ☐ Play a fun lotto game.	25 ☐ Make a puppet out of a paper plate, old sock, or paper bag.	26 ☐ Watch an appropriate television program with your child.	27 ☐ Play a counting game -- "2 shoes, 2 buttons, 1 belt, ..."	28 ☐ Dance and move to music.	29 ☐ Go outside to the same place several times during the day and look at your shadow.

Parent-Child Activities in September
Five Year Olds

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 ☐ Read a story. Talk about what happened.
2 ☐ Take time to listen. Listen actively to your child.	3 ☐ Talk about colors you are wearing.	4 ☐ Provide time for large pieces of paper and crayons.	5 ☐ Play with sand or water.	6 ☐ Lie on the floor and roll and roll.	7 ☐ Build with blocks.	8 ☐ Go on a picnic.
9 ☐ Play/practice climbing up and down steps.	10 ☐ Go outside and look for yellow and red leaves.	11 ☐ Practice a routine such as brushing teeth and talk about healthy habits.	12 ☐ Play a fun what's missing game.	13 ☐ Hide an alarm clock in a room and have child find it.	14 ☐ Go and take a listening walk. Talk about sounds.	15 ☐ Make woodworking available and supervise.
16 ☐ Play with pegboards.	17 ☐ Read and recite some nursery rhymes.	18 ☐ Fingerpaint on large pieces of paper.	19 ☐ Bake some muffins. Taste and eat.	20 ☐ Set the table with your child.	21 ☐ Play a touch and feel game. (objects in a sack or a box).	22 ☐ Visit a special place in your community. (library, fire station)
23 ☐ Talk about number of people in family. 30 ☐ Play a clothes-pin game.	24 ☐ Provide different textures to touch and feel	25 ☐ Make a growth chart for child and measure from time to time.	26 ☐ Play with play dough and plastic cookie cutters.	27 ☐ Put bread pieces or bird seed out and watch the birds eat.	28 ☐ Display family pictures and talk about when child was younger.	29 ☐ Rake leaves. Talk about today.

Parent-Child Activities in October
Three Year Olds

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 ☐ Practice a self-help skill like washing hands.	2 ☐ Go outside and touch a leaf, grass, rock, tree trunk and talk about how it feels.	3 ☐ Parent provide play dough.	4 ☐ Talk to your child about why he/she is special.	5 ☐ Give your child lots of reassurance today.	6 ☐ Give your chil a big hug.
7 ☐ Look and see what color is the sky today?	8 ☐ Parent will give positive praise today.	9 ☐ Sing a song such as "Wheels on the bus" and do motions to act out.	10 ☐ Have a green vegetable for dinner. Give name.	11 ☐ Let the child choose white milk or chocolate milk	12 ☐ Find a green leaf and press it in a book.	13 ☐ Go outside and look for squirrels.
14 ☐ Make a picture with crayons on large paper	15 ☐ Demonstrate and practice letting child pour his/her own juice or milk.	16 ☐ Exercise large muscles outdoors (running, jumping, riding a tricycle)	17 ☐ During bath time demonstrate words such as pour, full, empty, wet, and dry.	18 ☐ Play/put together puzzles.	19 ☐ Parent will practice patience today.	20 ☐ Make a fun game and name body parts.
21 ☐ Before lunch talk (name) about the foods you will be eating.	22 ☐ Let your child practice getting dressed.	23 ☐ Plant some flower bulbs for next spring time.	24 ☐ Encourage your child to take turns.	25 ☐ Practice catching large ball.	26 ☐ Make orange juice from real oranges.	27 ☐ Find a book at the library. Read a story.
28 ☐ Take a visit to a farm or a real pumpkin patch.	29 ☐ Parent carves a pumpkin. Child and parent talk and touch and feel seeds.	30 ☐ Parent roasts pumpkin seeds (Taste and eat.)	31 ☐ Have the child bring toys that are specific colors.			

Parent-Child Activities in October
Four Year Olds

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 ☐ Wear orange and black colors today.	2 ☐ Provide your child with his/her own box of tissues. Write child's name on the box.	3 ☐ Provide a nest of boxes for your child to fit inside of each other.	4 ☐ Let your child help in the kitchen.	5 ☐ Prepare a nutritious snack together.	6 ☐ Take a walk. What is the opposite of slow?
7 ☐ Use language to elicit logical quantification "Bring just enough cups for everyone."	8 ☐ Read a story.	9 ☐ Stop, look out the window and talk about what you see.	10 ☐ Let child water plants (inside/outside)	11 ☐ Use a magnifying glass to look at shells, leaves, rocks.	12 ☐ Build with blocks and talk about bigness and smallness.	13 ☐ Provide waterplay.
14 ☐ Hold your child on your lap and talk.	15 ☐ Practice balancing on one foot.	16 ☐ Provide your child a special place for independent learning/puzzles, play-dough	17 ☐ Look for shapes of things in the house.	18 ☐ Fun game/Provide muffin tins for child to sort cotton balls by color	19 ☐ Help parent put away clean clothes.	20 ☐ Visit a pet shop and name animals.
21 ☐ Go for a ride in the car and look for cars with four doors.	22 ☐ Provide art materials and ask the child to make a picture of him or herself.	23 ☐ Practice cutting with scissors.	24 ☐ Plant and water pumpkin seeds. Watch for them to grow.	25 ☐ Read a book.	26 ☐ Practice clapping to rhythms.	27 ☐ Sing "Five little monkeys".
28 ☐ Play a family game instead of watching television.	29 ☐ Paint a pumpkin face on a real pumpkin.	30 ☐ Provide large fruit loops cereal for stringing on yarn.	31 ☐ Parent carves the pumpkin to make a jack-o-lantern			

Parent-Child Activities in October
Five Year Olds

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 ☐ Child says first and last name.	2 ☐ Play a game using space words and adult demonstrates.	3 ☐ Play/build a tower of ten small blocks.	4 ☐ What is today? (Thursday) Sing days of the week.	5 ☐ Make potato prints with easelpaint.	6 ☐ Matching magnet shapes, numbers, letters as a game only.
7 ☐ Match sets of like objects in play.	8 ☐ Make jello together. Taste and eat for dinner.	9 ☐ Use a flash-light to find objects in the room.	10 ☐ Work a puzzle. (Playing together.)	11 ☐ Count the doorknobs in the hallway.	12 ☐ Provide the child with shape templates to trace on large paper.	13 ☐ Play a "smell" game.
14 ☐ Button and unbutton in dressing and undressing.	15 ☐ Count the windows in one room of the house.	16 ☐ Cut out people pictures from magazines.	17 ☐ Play "Hi-Ho! Cherry-O!" game.	18 ☐ Do some frontward and backward somersaults in a safe place.	19 ☐ Finger paint with real pudding.	20 ☐ Play labeling more difficult body parts/eye brows, eyelashes elbow, lips.
21 ☐ Play "Chutes and Ladders" game.	22 ☐ Talk about summer being hot and winter being cold.	23 ☐ Adult and child make caramel apples. (Apple can be divided into parts.)	24 ☐ Start talking about Halloween costumes (Avoid scary masks.)	25 ☐ Make a mobile for Halloween. Talk about fall.	26 ☐ Play a game of "I Spy..."	27 ☐ Read Ezra Jack Keats "Over In The Meadow" book.
28 ☐ Talk about Halloween safety rules.	29 ☐ Read "Millions of Cats" by Wanda Gag.	30 ☐ Shop for a pumpkin/visit a real pumpkin patch.	31 ☐ Carve a pumpkin with adult help.			

Parent-Child Activities in November
Three Year Olds

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 ☐ Read a story.	2 ☐ Fingerpaint with shaving cream.	3 ☐ Make miniature pizzas by using canned biscuits.
4 ☐ Practice good manners.	5 ☐ Read a book about colors.	6 ☐ Let child imitate household tasks; sweeping, washing dishes, washing dolls.	7 ☐ Play with your child in helping put away toys.	8 ☐ Sing "Mary had A Little Lamb."	9 ☐ Play with a puzzle.	10 ☐ Bring sand inside to play in sand trays.
11 ☐ Talk with your child about the real things he/she sees.	12 ☐ Talk about the care of your child's toys.	13 ☐ Make your favorite no-bake cookie.	14 ☐ Read a story about shapes.	15 ☐ Have finger foods for snack.	16 ☐ Find something in your house that is green.	17 ☐ Wear something brown and red.
18 ☐ Plan a happy, fun experience Talk about it.	19 ☐ Today smell things/perfume spices, foods, flowers, lotion.	20 ☐ Play racking leaves inside/ outside.	21 ☐ Play pretend play.	22 ☐ Make handprints or feetprints with paints.	23 ☐ Play a game about pointing to body parts.	24 ☐ Play with play dough.
25 ☐ Sing songs together.	26 ☐ Feel the difference in textures of clothing that the child is wearing.	27 ☐ Today allow your children to do something they are capable of doing for themselves.	28 ☐ Toss bean bags In basket.	29 ☐ Cut out pictures of objects from magazines.	30 ☐ Woodworking with adult.	

Parent-Child Activities in November
Four Year Olds

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 ☐ Visit to a supermarket. Talk about what you see.	2 ☐ Play with puzzles.	3 ☐ Matching socks game.
4 ☐ Watch television program together.	5 ☐ Play a game/put a strip of masking tape on floor and practice walking on a line.	6 ☐ Take a walk.	7 ☐ Spread cream cheese on crackers, then use raisins for a face.	8 ☐ Collect from outside items for making a picture with glue.	9 ☐ Provide waterplay.	10 ☐ Visit a dairy farm.
11 ☐ Make butter using a jar and whipping cream/ shake, shake, shake.	12 ☐ Take a walk together.	13 ☐ Practice good manners.	14 ☐ Play with clay.	15 ☐ Look at a magazine and find circle shapes.	16 ☐ Visit a turkey farm.	17 ☐ Use swing set.
18 ☐ Visit friends.	19 ☐ Fingerpaint with shaving cream.	20 ☐ Help feed pets.	21 ☐ Play/throw bean bags at a target.	22 ☐ Look in the mirror and make happy, sad, scary faces.	23 ☐ Water indoor plants.	24 ☐ Woodworking with adult.
25 ☐ Talk about Thanksgiving holiday.	26 ☐ Large lacing cards of animal pictures.	27 ☐ Blow bubbles in a small glass using a straw and ivory liquid with small amount of water.	28 ☐ Help serve and prepare a snack.	29 ☐ Play/kicking a large ball outdoors.	30 ☐ Make a picture using colored chalk.	

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Parent-Child Activities in November
Five Year Olds

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 ☐ Finger paint with shaving cream.	2 ☐ Use rice or sand to pour into cups.	3 ☐ Visit a dairy farm and child dictates a story. Parent write it down.
4 ☐ Play/sorting large buttons by color.	5 ☐ Make butter. (shake, shake, shake) use whipping cream in a jar.	6 ☐ Have a picnic inside the house.	7 ☐ Trace hands and other household objects.	8 ☐ Make a collage picture using things that are hard and soft.	9 ☐ Help feed pets	10 ☐ Make a tunnel with chairs and blankets. (crawl through).
11 ☐ Practice good manners.	12 ☐ Play music and exercise.	13 ☐ Have alphabet soup for lunch.	14 ☐ Talk about what different workers do-(mail carrier, police officer)	15 ☐ Read a story.	16 ☐ Make a puppet.	17 ☐ Visit a turkey farm.
18 ☐ Have a friend come to play.	19 ☐ Make "bugs on a log"/celery, peanut butter, raisins.	20 ☐ Draw with crayons on large paper.	21 ☐ Provide waterplay.	22 ☐ Name one thing you are thankful for.	23 ☐ Talk about day and night.	24 ☐ Woodworking with adult.
25 ☐ Play/kicking a large ball outdoors.	26 ☐ Make silly putty. (Equal parts of glue and liquid starch.)	27 ☐ String large beads.	28 ☐ Match socks from dryer.	29 ☐ Sewing and lacing cards of pictures of objects.	30 ☐ Make a picture by using tissue paper to tear and glue.	

Parent-Child Activities in December
Three Year Olds

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 ☐ Fingerpaint with soap.
2 ☐ Talk about animals that live in cold places.	3 ☐ Make a bean collage picture.	4 ☐ Provide a cozy place to look at books.	5 ☐ Play a simple matching game/colors.	6 ☐ Waterplay/wash baby dolls.	7 ☐ Read a story.	8 ☐ Play with blocks.
9 ☐ Put out breadcrumbs for the birds to eat.	10 ☐ Wear something red and green.	11 ☐ Read a story.	12 ☐ Sand play in trays. Talk about holidays in Mexico.	13 ☐ Easelpaint. Talk about colors.	14 ☐ Sing songs.	15 ☐ Look for signs of winter.
16 ☐ Watch for icicles. Talk	17 ☐ Play with transportation toys.	18 ☐ Read a story. "The Night Before Christmas."	19 ☐ Play with Bristle Blocks.	20 ☐ Decorate outdoor tree with feeding string.	21 ☐ Make cookies.	22 ☐ Use crayons and large sheets of paper.
23 ☐ Visit an ice cream shop. 30 ☐ Make a noise-maker.	24 ☐ Take a fruit basket to a friend. 31 ☐ Visit the library.	25 ☐ Play "Red Light, Green Light."	26 ☐ Read a story.	27 ☐ Give everyone in your family a hug.	28 ☐ Go outside for running and jumping.	29 ☐ Build a snowman.

Parent-Child Activities in December
Four Year Olds

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 ☐ Cut old greeting cards to glue a picture.
2 ☐ Cut pictures out of catalog.	3 ☐ Look out the window and talk about what you see.	4 ☐ Wear something red and green.	5 ☐ Read a story.	6 ☐ Easelpaint. Talk about colors.	7 ☐ Play "Red Light, Green Light."	8 ☐ Make a bean collage picture.
9 ☐ What happens when the snowman comes inside your house?	10 ☐ Provide waterplay/wash baby dolls.	11 ☐ Play with Legos.	12 ☐ Look for signs of winter. Talk about Hanukkah.	13 ☐ Clap to music.	14 ☐ Fingerpaint with soap.	15 ☐ Make cookies.
16 ☐ Have a friend come to play.	17 ☐ Play with Lincoln Logs.	18 ☐ Sing songs.	19 ☐ Read a story. Feliz Navidad (Happy Christmas) by Moffatt.	20 ☐ Decorate outdoor tree with feeding string.	21 ☐ Watch for icicles. Talk.	22 ☐ Read a story. Sun Neen, The Best Time of Year by Potter.
23 ☐ Make a puppet. 30 ☐ Make silly putty.	24 ☐ Read a story. 31 ☐ Play/waterplay.	25 ☐ Sing songs.	26 ☐ Go on a drive and look for lights.	27 ☐ Give everyone in your family a hug.	28 ☐ Make a noise maker.	29 ☐ Build a snowman.

Parent-Child Activities in December
Five Year Olds

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 ☐ Watch birds eat. Roll pine cones in peanut butter and bird seed.
2 ☐ Play "Red Light, Green Light."	3 ☐ Cut snowflakes out of paper.	4 ☐ Easelpaint. Talk about colors.	5 ☐ Read a story. "Spot's First Christmas." Talk about Christmas in Mexico.	6 ☐ Look for signs of winter.	7 ☐ Clap to music; march and clap.	8 ☐ Play with Lincoln logs.
9 ☐ Have a friend come to play.	10 ☐ What happens when the snowball comes inside your house?	11 ☐ Wear something red and green.	12 ☐ Make a bean collage picture. Talk about Hanukkah.	13 ☐ Use paper and crayons to make a picture.	14 ☐ Waterplay/wash dishes.	15 ☐ Bake cookies.
16 ☐ Give everyone in family a hug.	17 ☐ Play with Legos.	18 ☐ Read a story.	19 ☐ Decorate an outdoor tree with a feeding string.	20 ☐ Sing songs.	21 ☐ Watch for icicles and talk to your child.	22 ☐ Talk about Chinese New Year.
23 ☐ Read a story.	24 ☐ Wrap a gift.	25 ☐ Make red and green construction paper chains.	26 ☐ Play with Tinker Toys.	27 ☐ Play a fun board game.	28 ☐ Make bugs on a log with celery, peanut butter, raisins.	29 ☐ Build a snowman.
30 ☐ Make silly putty.	31 ☐ Make collage picture from wrapping paper.					

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Parent-Child Activities in January
Three Year Olds

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 ☐ Take a walk outdoors.	2 ☐ Give a choice. Ask your child "Can you put this away or would you like some help?"	3 ☐ Read a story.	4 ☐ Ask your child "How do you want your eggs, hard or soft?"	5 ☐ Child and parent will clear table after meal.
6 ☐ Fingerplay/"Way Up High In An Apple Tree."	7 ☐ Smile and talk about what happened today.	8 ☐ Practice good manners during the day.	9 ☐ Help feed pets.	10 ☐ Take a car ride/look for signs.	11 ☐ Be supportive to your child.	12 ☐ Ask for your child's help in doing a task (put groceries away.)
13 ☐ Read a story.	14 ☐ Make a wet, colored chalk picture.	15 ☐ Talk about feelings.	16 ☐ Make snow ice cream/Trip to the ice cream shop.	17 ☐ Encourage your child with self-help skills.	18 ☐ While child is dressing, practice large zippers, buttons, snaps.	19 ☐ Play with a flashlight.
20 ☐ Visit a friend's house today.	21 ☐ Child can help gather dirty laundry from hamper.	22 ☐ Give your child a pat on the back, say "I Love You."	23 ☐ Sing songs. Provide waterplay.	24 ☐ Send your child an "I message."	25 ☐ Play/go outdoors and use push and pull toys.	26 ☐ Listen to your child.
27 ☐ Talk about birthdays.	28 ☐ Laugh with your child today. Cut out pictures of people from old pattern books.	29 ☐ Make people puzzles (four pieces) from pictures of old pattern books.	30 ☐ Avoid comparing children in your family. Look for uniqueness in each child.	31 ☐ Read a story.		

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Parent-Child Activities in January
Four Year Olds

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 ☐ Take a walk outdoors.	2 ☐ Talk about birthdays.	3 ☐ Play a matching game.	4 ☐ Listen to your child. Provide waterplay.	5 ☐ Play with a flashlight.
6 ☐ Read a story.	7 ☐ Cut pictures of people out of old pattern books.	8 ☐ Send your child an "I message."	9 ☐ Play imaginary play.	10 ☐ Smile and talk about the day.	11 ☐ Avoid making comparisons of children in the family.	12 ☐ Be supportive to your child today.
13 ☐ Read a story and talk about it.	14 ☐ Ask your child "How do you want your eggs, hard or soft?"	15 ☐ Sing songs together.	16 ☐ Laugh with your child today.	17 ☐ Talk about feelings.	18 ☐ Practice good manners during the day.	19 ☐ Make a wet and dry chalk picture.
20 ☐ Encourage your child with self-help skills.	21 ☐ Read a story.	22 ☐ Give your child a choice that you can accept.	23 ☐ Make snow ice cream/a trip to the ice cream shop.	24 ☐ Ask for your child's help in matching socks from the dryer.	25 ☐ Sing songs/do action fingerplays.	26 ☐ Go outdoors and run, jump, and swing.
27 ☐ Give your child a pat on the back and say "I love you."	28 ☐ Roller paint using empty deodorant bottles. Use large sheets of paper.	29 ☐ Help feed pets.	30 ☐ Make a snowman picture/ glue cotton balls; use crayons.	31 ☐ Read a story.		

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Parent-Child Activities in January
Five Year Olds

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 ☐ Encourage your child with self-help skills.	2 ☐ Practice good manners all during the day.	3 ☐ Listen to your child. Provide waterplay.	4 ☐ Send your child an "I message."	5 ☐ Roller paint on large paper. (Use empty deodorant bottles.)
6 ☐ Make a wet and dry chalk picture.	7 ☐ Give your child a pat on the back and say "I love you."	8 ☐ Play a matching card game.	9 ☐ Give your child a choice but be willing to accept child's choice.	10 ☐ Ask your child to help in a household task/ clean the sink.	11 ☐ Make plans for tomorrow. Read a story.	12 ☐ Visit grandparents or friends.
13 ☐ Go outdoors and run, jump, and swing.	14 ☐ Give your child praise in a new step-by-step task. (Making bed.)	15 ☐ Smile. Talk about what happened today.	16 ☐ Make snow ice cream/A trip to the ice cream shop.	17 ☐ Talk about feelings.	18 ☐ Do finger plays while you dress/ count feet, hands, fingers.	19 ☐ Play/string jumbo macaroni onto long pieces of yarn. (Make necklace.)
20 ☐ Avoid making comparisons of children in the family	21 ☐ Talk about having a practice home fire drill.	22 ☐ Practice a plan for a home fire drill.	23 ☐ Be supportive to your child today.	24 ☐ Have fun playing with a flashlight.	25 ☐ Laugh with your child today.	26 ☐ Give positive praise to your child.
27 ☐ Play a computer game when your child requests it.	28 ☐ Read a story then talk about what happened.	29 ☐ Child gathers all the dirty laundry and carries it to the laundry room.	30 ☐ Ask your child "How would you like your eggs cooked, hard or soft?"	31 ☐ Play a guessing game/ "What am I?"		

Parent-Child Activities in February
Three Year Olds

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 ☐ Provide for waterplay/ wash baby dolls.	2 ☐ Read a story.
3 ☐ Sit on the floor and roll a ball back and forth.	4 ☐ Make chocolate milk. Taste and drink.	5 ☐ What colors are you wearing today? (shoes, sweater, pants, shirt)	6 ☐ Share a poem about Abraham Lincoln. Look at a penny.	7 ☐ Sing songs/ "Five Little Speckled Frogs."	8 ☐ Look at magazines and find pictures of foods.	9 ☐ Play/build with blocks.
10 ☐ Blow bubbles (inside in a glass; outside in air.)	11 ☐ Read a story.	12 ☐ Make valentines. (paper, stickers, doilies, crayons)	13 ☐ Make red hand prints using tempera paints.	14 ☐ Give handprint picture to grandparents.	15 ☐ Play outdoors on safe climbing equipment.	16 ☐ Provide woodworking with adult supervision.
17 ☐ Take a walk outdoors and listen for sounds.	18 ☐ Provide some special hats to use during play.	19 ☐ Help feed pets	20 ☐ Read a story.	21 ☐ Fingerpaint with shaving cream.	22 ☐ Play/walk on a low balance or follow along on a piece of masking tape.	23 ☐ Move to music while moving a scarf or crepe paper in one hand.
24 ☐ Make real lemonade/talk, taste, drink.	25 ☐ Go outdoors and play with wheel toys.	26 ☐ Read a story.	27 ☐ Play stretch and bend. Walk tall. March fast. March slow.	28 ☐ Give positive praise/when child helps pick up toys.		

Parent-Child Activities in February
Four Year Olds

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 ☐ Sing songs.	2 ☐ Play, tell me about/your two mittens.
3 ☐ Play outdoors on climbing equipment.	4 ☐ Take time to look at the family album pictures and talk.	5 ☐ Read a story.	6 ☐ Play/build with blocks.	7 ☐ Look at a penny. Share a poem about Abraham Lincoln.	8 ☐ Child and parent work together to clean a room in the house.	9 ☐ Make strawberry jello.
10 ☐ Read a story.	11 ☐ Make valentines (paper, glue, stickers, crayons, ribbon, scissors)	12 ☐ Fingerpaint with shaving cream.	13 ☐ Make red hand prints using tempera paints.	14 ☐ Give handprint picture to grandparents.	15 ☐ Play catch with a medium size ball.	16 ☐ Help make cherry jello for dinner.
17 ☐ Play with playdough.	18 ☐ Make real lemonade. (Talk, smell, taste, drink with a straw).	19 ☐ Read a story.	20 ☐ Provide woodworking with adult supervision.	21 ☐ Grow a carrot top. Talk.	22 ☐ Paint a "pet rock".	23 ☐ Walk on a balance beam.
24 ☐ Read a story.	25 ☐ Easelpaint with three/four different colors.	26 ☐ Move to music. (wave crepe paper in one hand.)	27 ☐ Listen to your child and talk about things that take us places.	28 ☐ Take a ride in a taxi cab./ (bus, pickup, van, boat).		

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Parent-Child Activities in February
Five Year Olds

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 ☐ Read a story.	2 ☐ Help make cherry jello for dinner.
3 ☐ Make heart shaped sugar cookies. (Taste and eat.)	4 ☐ Play block building.	5 ☐ Play/make a drum by using empty oatmeal box.	6 ☐ Fingerpaint with shaving cream.	7 ☐ Read a story.	8 ☐ Sing songs. ("This Old Man")	9 ☐ Make a fruit salad for dinner. (Talk about names and colors.)
10 ☐ Look closely at a penny. Share a story or poem about Abraham Lincoln.	11 ☐ Make valentines/ (ribbon, paper, glue, crayons, doilies, scissors hearts to trace)	12 ☐ Read a story.	13 ☐ Make red handprints by using tempera paints.	14 ☐ Give handprint picture to grandparents.	15 ☐ Grow a carrot top. Talk about it.	16 ☐ Read a story.
17 ☐ Outdoor/play bounce and catch.	18 ☐ Read a story.	19 ☐ Play/practice catching medium size ball.	20 ☐ Make real lemonade. Talk, smell, taste, drink with a straw).	21 ☐ Move to music. (Child can wave scarf or crepe paper).	22 ☐ Provide woodworking with adult supervision.	23 ☐ Easelpaint with five different colors.
24 ☐ Say/read nursery rhymes. Let child draw a picture.	25 ☐ Roast marshmellows or weiners. Taste and eat.	26 ☐ Play/walk on a balance beam and balance bean bag on head.	27 ☐ Read a story.	28 ☐ Play a game/ "Follow the Leader".		

Parent-Child Activities in March
Three Year Olds

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 ☐ Read a story.	2 ☐ Go for a walk and look for signs of spring.
3 ☐ Acknowledge your child's efforts about something today.	4 ☐ Provide playdough to play with. (pinch, pull, pound, shape.)	5 ☐ Sponge paint with three colors.	6 ☐ Read a story.	7 ☐ Help water plants.	8 ☐ Blow objects across the floor using a straw.	9 ☐ Easelpaint on large paper.
10 ☐ Go on an afternoon walk outdoors.	11 ☐ Listen actively to your child today.	12 ☐ Read a story.	13 ☐ Make green jello for dinner.	14 ☐ Give your child an "egg in a hole" for breakfast.	15 ☐ Give your child a hug.	16 ☐ Read a story.
17 ☐ Wear the color green today.	18 ☐ Provide affection and support in comforting your child.	19 ☐ Fly a kite outside and talk about the wind.	20 ☐ Read a story.	21 ☐ Play a fun objects game/ some objects in living room.	22 ☐ Waterplay with sponges of different shapes.	23 ☐ Play with puppets.
24 ☐ Take a bubble bath. 31 ☐ Visit to the zoo.	25 ☐ Read a story.	26 ☐ Take turns play/ pull toys in a wagon inside/outside.	27 ☐ Play with transportation toys in sandbox.	28 ☐ Look at books or magazines for something green.	29 ☐ Read a story.	30 ☐ Sing and move/ "Head, shoulders, knees, toes"

Parent-Child Activities in March
Four Year Olds

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 ☐ Waterplay with sponges of different shapes.	2 ☐ Listen actively to your child today.
3 ☐ Read a story.	4 ☐ Play a fun objects game/ name objects in the living room.	5 ☐ Give your child an "egg in a hole" for breakfast.	6 ☐ Provide affection and support in comforting your child.	7 ☐ Read a story.	8 ☐ Easelpaint on large pieces of paper.	9 ☐ Give your child a hug. Visit the zoo.
10 ☐ Go on a walk and look for signs of spring.	11 ☐ Sponge paint with four colors.	12 ☐ Read a story.	13 ☐ Provide waterplay Blow objects across the water that float. (Use a straw.)	14 ☐ Play with puppets.	15 ☐ Read a story.	16 ☐ Make green jelllo for diner.
17 ☐ Wear the color green today.	18 ☐ Find sticks outside. Talk about big, little, long, short)	19 ☐ Read a story.	20 ☐ Provide play and playdough. Talk while you make shapes.	21 ☐ Fly a kite. Talk about wind.	22 ☐ Help water plants inside/outside	23 ☐ Read a story.
24 ☐ Go on a walk outdoors. 31 ☐ Jog in the yard.	25 ☐ Read a story.	26 ☐ Acknowledge your child's efforts about something today.	27 ☐ Play balloon toss.	28 ☐ Water color on large sheet of paper.	29 ☐ Sing and move/ "Head, Shoulders, Knees, Toes"	30 ☐ Fly a kite.

Parent-Child Activities in March
Five Year Olds

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 ☐ Make watercolor pictures on large sheets of paper.	2 ☐ Read a book. Talk about the story.
3 ☐ Take a walk and look for signs of spring.	4 ☐ Provide affection and support in comforting your child.	5 ☐ Read a story about body parts/ sing "Head, Shoulders, Knees, Toes."	6 ☐ Listen actively to your child today.	7 ☐ Provide waterplay. Use a straw and blow objects across the water that float.	8 ☐ Make puppets. Play with puppet. (paper plate/sock, sacks)	9 ☐ Make an art collage picture. Glue large paper, macaroni, beans, cotton fabric)
10 ☐ Read a story.	11 ☐ Help water plants inside/outside	12 ☐ Easelpaint on large sheets of paper.	13 ☐ Give your child a hug. Visit the zoo.	14 ☐ Acknowledge your child's efforts about something today.	15 ☐ Fly a kite outdoors. Talk about the wind.	16 ☐ Make green jello for dinner.
17 ☐ Wear the color green today.	18 ☐ Waterplay with sponges of different shapes.	19 ☐ Jog in the back yard.	20 ☐ Make an "egg in a hole" for breakfast.	21 ☐ Read a story.	22 ☐ Make a mural picture with crayons.	23 ☐ Provide playdough to play with. Talk while you play.
24 ☐ Be selective and go to an afternoon movie. 31 ☐ Visit a friend.	25 ☐ Go outside and find sticks. Talk about long, short, how many?	26 ☐ Read a story.	27 ☐ Play balloon toss.	28 ☐ Sponge paint with five colors.	29 ☐ Play a fun game/ "twister".	30 ☐ Read a story.

Parent-Child Activities in April
Three Year Olds

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 ☐ Take turns playing with stack toys.	2 ☐ Parents be patient if toileting accident or spilled food occurs.	3 ☐ Give assistance with dressing/ tie shoes, little buttons.	4 ☐ Go outside and look for a bug. Talk about it.	5 ☐ Take a walk around the block. (Look and see).	6 ☐ Have family members tell something they like about everyone else.
7 ☐ Demonstrate how child can put on his/her own coat or sweater. Give praise.	8 ☐ Today keep your adult voice friendly, but firm.	9 ☐ Look for circle shapes inside/ clock, ball, table top.	10 ☐ Pick some flowers and talk about the colors.	11 ☐ Provide props for pretend play. (Hats, purses, old dressup items.)	12 ☐ Go outside and look for grasshoppers or butterflies.	13 ☐ Today wear something purple.
14 ☐ Give your child the chance to explore outside/ run, jump, climb, play with balls	15 ☐ Make drawings on a large chalkboard.	16 ☐ Go outside and play "Duck, Duck, Goose."	17 ☐ Play a game with balls of crushed paper and tossing in a basket or trash can.	18 ☐ Sing "Where Is Thumbkin?"	19 ☐ Help your child organize low shelves and drawers in his/her room.	20 ☐ Play music and exercise together.
21 ☐ Rock together in a rocking chair and talk.	22 ☐ Read a story. Look for a new book of nursery rhymes.	23 ☐ Play woodworking (small tools; light in weight).	24 ☐ Visit a greenhouse and talk about what you see.	25 ☐ Working together to plant a garden.	26 ☐ Play waterplay	27 ☐ Play with rhythm instruments sing a song.
28 ☐ Read a story.	29 ☐ Go on a family picnic. (use your eyes, ears, and eat.)	30 ☐ Go on a nature walk.				

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Parent-Child Activities in April
Four Year Olds

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 ☐ Go on a family picnic. (Use your eyes, ears and eat).	2 ☐ Sing, "Where Is Thumkin?"	3 ☐ Give positive praise for dressing.	4 ☐ Have family members tell something they like about everybody else.	5 ☐ Read a story.	6 ☐ Help your child organize low shelves and drawers in his/her room.
7 ☐ Go outside and play "Duck, Duck, Goose".	8 ☐ Today wear something purple.	9 ☐ Play/make drawings on a large chalkboard.	10 ☐ Play an aiming game/"Drop clothespins or beanbags."	11 ☐ Today keep your adult voice friendly but firm.	12 ☐ Demonstrate how child can put on his/her own coat or sweater.	13 ☐ Take a walk around the block. Talk about what you see.
14 ☐ Play with rhythm instruments.	15 ☐ Pick some flowers and talk about the colors. (Some petals large/small).	16 ☐ Read a story.	17 ☐ Go outside and look for grasshoppers and butterflies.	18 ☐ Today let your child help put away clean dishes (pots/pans, silverware)	19 ☐ Give your child outdoor play/ (run, jump, gallop, ride tricycle, catch a ball).	20 ☐ Play a group game of dominoes.
21 ☐ Rock together in a rocking chair and talk.	22 ☐ Work together to plant a garden. Visit a greenhouse.	23 ☐ Go outside and look for bugs. (insects)	24 ☐ Make a caterpillar using egg carton and pipe cleaners.	25 ☐ Read a story/ "The Runaway Bunny" by Margaret Brown.	26 ☐ Play music and exercise together.	27 ☐ Provide your child with a large bar of soap and a spoon. (Smell carve)
28 ☐ Read a story.	29 ☐ Play with woodworking.	30 ☐ Blow bubbles outdoors.				

Parent-Child Activities in April
Five Year Olds

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 ☐ Play with puzzles.	2 ☐ Read a story/ "The Runaway Bunny" by Margaret Brown.	3 ☐ Play a fun aiming game/ "Drop clothespins or beanbags.	4 ☐ Pick some flowers and talk about the colors, sizes, shapes.	5 ☐ Today wear something purple.	6 ☐ Provide outdoor play to explore/ run, jump, gallop, climb, ride tricycle.
7 ☐ Have family members tell something they like about everyone else.	8 ☐ Today keep your adult voice friendly, but firm.	9 ☐ Go outside and look for grasshoppers and butterflies.	10 ☐ Make drawings on a large chalkboard.	11 ☐ Give positive praise in finishing little jobs to help.	12 ☐ Let your child help put away clean dishes (silverware, pots and pans.)	13 ☐ Provide your child with a large bar of soap and a spoon. (smell; carve)
14 ☐ Go outside and look for creepy crawlers/ bugs.	15 ☐ Make a funny caterpillar using egg carton and pipe cleaners.	16 ☐ Play with woodworking.	17 ☐ Help your child organize low shelves and drawers in his/her room.	18 ☐ I wonder how many doors are in our house?	19 ☐ Play a group game of dominoes.	20 ☐ Sing, "Where Is Thumkin?"
21 ☐ Play a group game of "Concentration"/ (cards with pictures).	22 ☐ Play a guessing game/make animal noises.	23 ☐ Visit a greenhouse. Talk about what you see.	24 ☐ Work together to plant a garden.	25 ☐ Always provide learning experiences that are relevant to your child's own life.	26 ☐ Play music and exercise together.	27 ☐ Go outside and play "Duck, Duck, Goose".
28 ☐ Read a story.	29 ☐ Go on a family picnic. (Use your eyes, ears, and eat.)	30 ☐ Blow bubbles outdoors.				

APPENDIX E

LOG SHEET FOR
PARTICIPANTS

Please check: __ Parent __ Preschool Teacher __ Participant

	Age Appropriate Activities
Month _____	This month I helped my child by:
Date	
_____	Allowing my child to express himself or herself with fun art materials.
_____	Playing fun discovery games.
_____	Singing songs and moving to rhythms.
_____	Reading stories.
_____	Reciting fingerplays.
_____	Providing fun experiences in the kitchen.
_____	Growing things.
_____	Playing with my child during imitative or role play.
_____	Answering my child's questions and listening actively.
_____	Talking actively about our family and letting my child be involved with day-to-day routines.
_____	Giving my child positive praise for any step-by-step progress in learning self-help

skills.

_____ Playing with blocks, woodworking, sand, waterplay, or other child initiated play.

_____ Treating my child with respect.

_____ Having appropriate expectations for my child's developing capabilities.

_____ Planning a special family outing to a specific place in our community.

_____ Communicating to my child that he/she is special.

_____ Providing the opportunity for supervised outdoor/indoor play.

_____ Other activity

_____

_____

Your responses will be held in strictest confidence.

APPENDIX F

INVITATION LETTER

(Date)

(Name)
(Address)

Dear :

During the next eight months the center director and staff invite you to attend eight one-hour training sessions concerning active parenting. The dates for these sessions are: September 21, October 19, November 16, December 21, January 18, 1991, February 15, 1991, March 22, 1991, and April 12, 1991.

We will explore and discuss such topics as: understanding your child, winning your child's cooperation, a democratic family in action, and ideas for learning activities at home.

We will meet from 7:00 p.m. until 8:00 p.m., room 108, Gary Hall. Refreshments will be provided.

Come and join us for an hour of getting acquainted, sharing ideas, and having fun while we learn.

Sincerely,

Robin M. Irving

APPENDIX G

NEWS RELEASE

You are invited to attend eight training sessions. The sessions are for parents, community preschool teachers, local day care providers, and leaders of children ages three to five years. You are invited to the college campus to learn skills in taking an active role to parenting.

Sessions will occur 7-8:00 p.m. at Gary Hall, room 108, on the following dates: September 21, October 19, November 16, December 21, January 18, 1991, February 15, 1991, March 22, 1991, and April 12, 1991.

There is no charge for participation.

APPENDIX H

RADIO SPOT ANNOUNCEMENT

Training sessions for active parenting are being offered at the college campus, 7-8:00 p.m., at Gary Hall, room 108. Sessions will be taking place on September 21, October 19, November 16, December 21, January 18, 1991, February 15, 1991, March 22, 1991, and April 12, 1991.

There is no charge for participation. Contact Robin Irving, 224-3140, Extension 230, if you have questions concerning the sessions.

APPENDIX I

GENERAL GUIDELINES FOR PARENTS

1. Match your parental expectations to your child's unique developing capabilities.
2. Remember, your child has a natural curiosity and a desire to make sense of his/her world. Spend quality time with your child. Remember there is only one chance for childhood.
3. Parents be patient. Show your child love in ways your child can understand.
4. Give affection and support daily, especially when your child experiences any fearful situation.
5. Provide opportunities for your child to develop self-help skills. Give help in order that your child will have the maximum opportunity to grow in independence.
6. Support your child with "beginning friendships" and learning social skills.
7. Parents provide daily time and space for your child to explore and exercise indoors as well as outdoors.
8. State your suggestions or directions in a positive rather than a negative form. Remember that your voice is a teaching tool. Use words and a tone of voice which will help your child develop positive feelings about learning.

9. Avoid trying to motivate your child by making comparisons between one child and another or by encouraging competition.
10. Give your child a choice only when you intend to leave the choice up to your child.
11. Avoid making models in any art medium for your child to copy.
12. Remember that your child wants and needs rules. Maintain consistent rules.
13. Remember that the environment can be changed to bring about a change in your child's behavior. Try to foresee difficulties before the consequences of the behavior happens.
14. Listen to yourself and listen actively to what your child says.